

**HSB4U– Outline Fall/Winter 2017-2018**

**Teacher:** Mr. Gallagher

**Email:** [pgallagher@torontoprepschool.com](mailto:pgallagher@torontoprepschool.com)

**Textbook:** Trisha De Coeur, Christopher Rawes, and Patricia Warecki. *Challenge and Change: Patterns, Trends and Shifts in Society*, McGraw-Hill Ryerson, 2012.

**Credit Value:** 1.0

**Prerequisite:** Any university or university/college preparation course in Social Sciences and Humanities, English or Canadian and World Studies.

**Wikispace:** main.torontoprepschool.com

**Extra Help:**  Available 9:00-9:55 AM, Monday-Friday or by appointment after school. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course Description:** This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

****

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# Overall Course Expectations Listed by Strands:

**RESEARCH AND INQUIRY SKILLS (Strand A)**

A1. Exploring: explore topics related to the analysis of social change, and formulate questions to guide their research;

A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;

A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;

A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

**SOCIAL CHANGE (Strand B)**

B1. Foundations for the Study of Social Change: demonstrate an understanding of the major theories, perspectives, and methodologies related to social change;

B2. Causes and Effects of Social Change: demonstrate an understanding of the causes and effects of social change;

B3. Technological Change: demonstrate an understanding of patterns and effects of technological change from a social science perspective.

**SOCIAL PATTERNS AND TRENDS (Strand C)**

C1. Demographics: demonstrate an understanding of the importance of demographics as a tool for studying social patterns and trends, both nationally and globally;

C2. Forces That Shape Social Trends: demonstrate an understanding of how forces influence and shape social patterns and trends;

C3. Social Deviance: demonstrate an understanding of social science theories about social deviance, and of how various responses to deviance affect individuals and society.

**GLOBAL SOCIAL CHALLENGES (Strand D)**

D1. Global Inequalities: demonstrate an understanding of how various social structures and conditions support or limit global inequalities;

D2. Globalization: assess the impact of globalization on individuals and groups;

D3. Exploitation: analyse the impact of unfair or unjust exploitation of people or resources, locally and globally.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# Unit Lengths and Descriptions

|  |  |
| --- | --- |
| **Unit** | **Length** |
| 1. Foundations | 20 Hours |
| 2. Social Change | 30 Hours |
| 3. Social Trends | 30 Hours |
| 4. Social Challenges | 20 Hours |
| 5. Research & Inquiry Skills - CCT | 10 Hours |
| **Total** | **110 Hours** |

**Unit One: Foundations (20 hours)**

This unit sets the framework for all the units that follow as students will examine anthropology, psychology, and sociology to determine what these disciplines are all about and the major schools of thought held by each discipline in the 21st century. Major branches and schools of thought from each of these disciplines will be explored in detail. Then students will examine how research is conducted in each discipline, and will be introduced to the scientific method, ethical guidelines and general methods of social science research (the unit includes a case study of the Milgram Experiment where students will see what happens when ethical guidelines are not required or enforced; students will also examine methods of study, ethics in research, and ethical case studies such as the Stanford Prison Experiment, and the Milgram Experiment). Students will describe the steps involved in research inquiry, including developing and testing a hypothesis. Students will use a variety of research methodologies for conducting primary research (e.g., interviews, surveys, and questionnaires, observations). They will demonstrate an ability to locate and select relevant information from a variety of print and electronic sources. Students will evaluate the relevance and validity of information gathered from a variety of sources. Students will record information and key ideas from their research, and document sources accurately, using correct forms of citation. Students will effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, lab reports, oral presentations, written reports, essays, newspaper-style articles, video presentations).

**Unit Two: Social Change (30 Hours)**

This unit begins with the development of an understanding of social change at both the individual and the societal levels, closely examining both Random and Systematic Factors of Change, including: climate, natural disaster, disease, politics, societal will, etc. Students will also learn about sociological, psychological, and anthropological models of change by examining key figures, such as: Thelma McCormack, Max Weber, Carl Jung, Abraham Maslow, Ronald Wright, and others. Students will examine the nature of Canadian society from the perspectives of the three social science disciplines. They examine positive social change and the role of various social institutions and policies in promoting or impeding change. The issues of gender, racism and discrimination are analysed as barriers to full participation in Canadian society. Alienation and conformity as concepts will also be studied in the context of social change. Technological change in our society and its impacts will then be pursued. Finally the pursuit of civil rights and the industrial revolution as they relate to social change will conclude the unit.

**Unit Three: Social Trends (30 hours)**

Social trends are large-scale changes in our society such as an increase in immigration, a decrease in fertility rates, or a growth in the number of older, first-time parents. The exploration and evaluation of social trends is conducted by demographers, social scientists who study human populations and provide population data and statistics. Anthropologists, sociologists, and psychologists get involved in the action as well: anthropologists by studying the ways that social trends affect cultures; sociologists by exploring the impact on families, social institutions, and other groups; and psychologists by examining how these changes affect individuals. In the second part of this course, students will find out what some of these social scientists have discovered about social trends in Canadian society.

Students will continue to learn about social trends, by examining some of the major Canadian ones associated with the Baby Boomers, Generation X, and the Millennials. They will then move into analyzing some of the emerging social trends such as delayed transitions to adulthood, and the increasing age of first time mothers. Fertility and fecundity are then closely examined through the lenses of sociology, psychology and anthropology. Students then look at issues of mortality, before closing the unit by looking at some of the aforementioned issues as they apply internationally.

**Unit Four: Social Challenges (20 Hours)**

In this unit, students examine and debate different views of progress. They examine the causes and effects of contemporary positive global change in technology, medicine, social justice and human rights issues, ecological knowledge and resource management, legal and political developments, and the role Canadians have played in promoting or impeding change in these areas. The impediments to positive global change are then examined through case studies. This unit should stimulate student thinking as it relates to challenges such as involuntary childlessness and the psychological impacts of it. From here, the unit pursues the concept of voluntary childlessness and the challenges couples or individuals face with respect to this decision. Birth patterns will conclude the unit topics. Once again guided research and case studies are used to develop the student's understanding. The final unit of this course looks at major challenges in Canadian and global societies in the areas of health & wellness, prejudice & discrimination, and globalization. Topics explored include: body image, cognitive dissonance, barriers to healthcare, types of discrimination, tribalism, and transnationalism.

**Unit Five: Research and Inquiry Skills – Course Culminating Assignment (10 Hours)**

The course culminating assignment will consist of a written, research essay that explores an assigned topic related to challenges to, and changes in, society. Using ethical guidelines, appropriate methodology, and primary and secondary sources, students will develop a position on a social issue of importance to anthropology, psychology, or sociology and, using a research design appropriate to the issue and discipline, carry out a research project in at least one of the disciplines. This assignment is worth 10% of each student’s final grade.

**Course-Culminating Tasks**

The course-culminating tasks are the course culminating activity (worth 10% of each student’s final grad) and the final written examination (worth 20% of each student’s final grade). The examination covers the overall expectations of the entire course.

**Assessment/Evaluation**

Term Work: 70% (unit tests, assignments, quizzes, etc.)

Final Evaluation: 30% (Final Examination, CCT)

Breakdown:

Knowledge & Understanding 25%

Thinking & Inquiry 25%

Communication 25%

Application 25%

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Class Expectations**

1. You are expected to be on time for each class.
2. Textbooks and/or supplemental materials are to accompany you to each class.
3. You are responsible for taking lecture notes, as well as completing all homework found on the wikispace.
4. Homework will be checked daily and taken up in class.
5. If a test is missed, the student must bring a note from a parent/guardian stating the reason for the absence; otherwise the student will receive a zero.
6. It is your responsibility to catch up on all missed classes/assignments.
7. Refer to the Academic Due Date Policy sheet for specific guidelines regarding late assignments.

Extra Help: If at any point you are having problems with the materials and require assistance, please seek extra help immediately.

I will be available from 9:00-9:55 AM each morning and after school by appointment. Please come prepared with specific things you would like to work on.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Required Materials**

1. Trisha De Coeur, Christopher Rawes, and Patricia Warecki. *Challenge and Change: Patterns, Trends and Shifts in Society*, McGraw-Hill Ryerson, 2012.

2. Binder with lined paper.

3. Pencils, pens, erasers, etc.

4. MacBook.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Academic Due Date Policy**

All assignments and projects will have a due date. The due date is the beginning of the period for that given class. For example if a project is due for the period one class it must be submitted at 10:00 AM, if it is due for the period four class on a Wednesday, then it is due at 2:49 PM.

The due date represents the date in which the assignment/project is due. Students should submit the assignment/project to their subject teacher on the due date. If a student does not submit the task on the due date the subject teacher will contact the parents/guardian to notify them of the outstanding work that day. The subject teacher will not provide support after the due date has passed.

Late marks will be deducted on late assignments. This strategy is in keeping with the Ministry’s policy document “Growing Success”. Late projects/assignments will be assessed at a reduction of 5% per day for the first two days and 10% per day after that to a maximum of 50%. Each project will be assessed for the 100% of its original value, and late marks will be clearly stated on the final evaluation. After 6 school days, a student will receive a zero. Students are strongly encouraged to still hand in late projects for assessment and written feedback. A Saturday Club inclusion will be made within the 6 days.

Projects/assignments turned into the teacher after they have been marked and returned to students, will not be awarded a grade if the project/assignment is one the teacher believes can be copied from peers (at teacher’s discretion), however, written feedback on the assignment will be given. (For example: journals, reflection pieces, etc.)

**Extension Request Form**

There is a procedure for students to seek relief from a due date and extend a deadline without academic penalty. In extraordinary circumstances, extensions may be granted, if an Extension Request Form is filled out by the student and signed by a parent and approved by the teacher at least one day before the due date. It is up to the discretion of the teacher and the school administration whether or not to accept the Extension Request. A student may request an extension to the maximum of 2 times in each course and for no more than 3 days. After the allotted time has passed and the assignment has not been submitted then late marks will be assigned. Our policy recognizes that extenuating circumstances may legitimately prevent a student from meeting a due date. The Extension Request Form may be garnered from the principal or vice- principal.

**Illness/Doctor’s Notes**

If a student is absent on the due date, a doctor’s note (or parental note in case of a family emergency) must be provided to the subject teacher in order for the student to submit the assignment. The assignment must be submitted upon the first day the student returns.

**Email receipt of Assignments**

Since weekend days will be included in the late policy, the submitted time and date will be based on the time that the assignment arrives in the teacher’s email in-box.

**Turnitin Policy**

As per the student handbook and Turnitin manual, all work must be submitted through Turnitin at the teacher’s request. Failure to do so will be considered incomplete or late work. Work to be submitted through Turnitin may be written, oral presentations, multimedia presentations etc.

The school’s plagiarism policy is posted in the student handbook as well the Turnitin manual with FAQs and examples of proper referencing styles. Please speak with your teacher should you have questions about what constitutes plagiarism and how to use Turnitin.